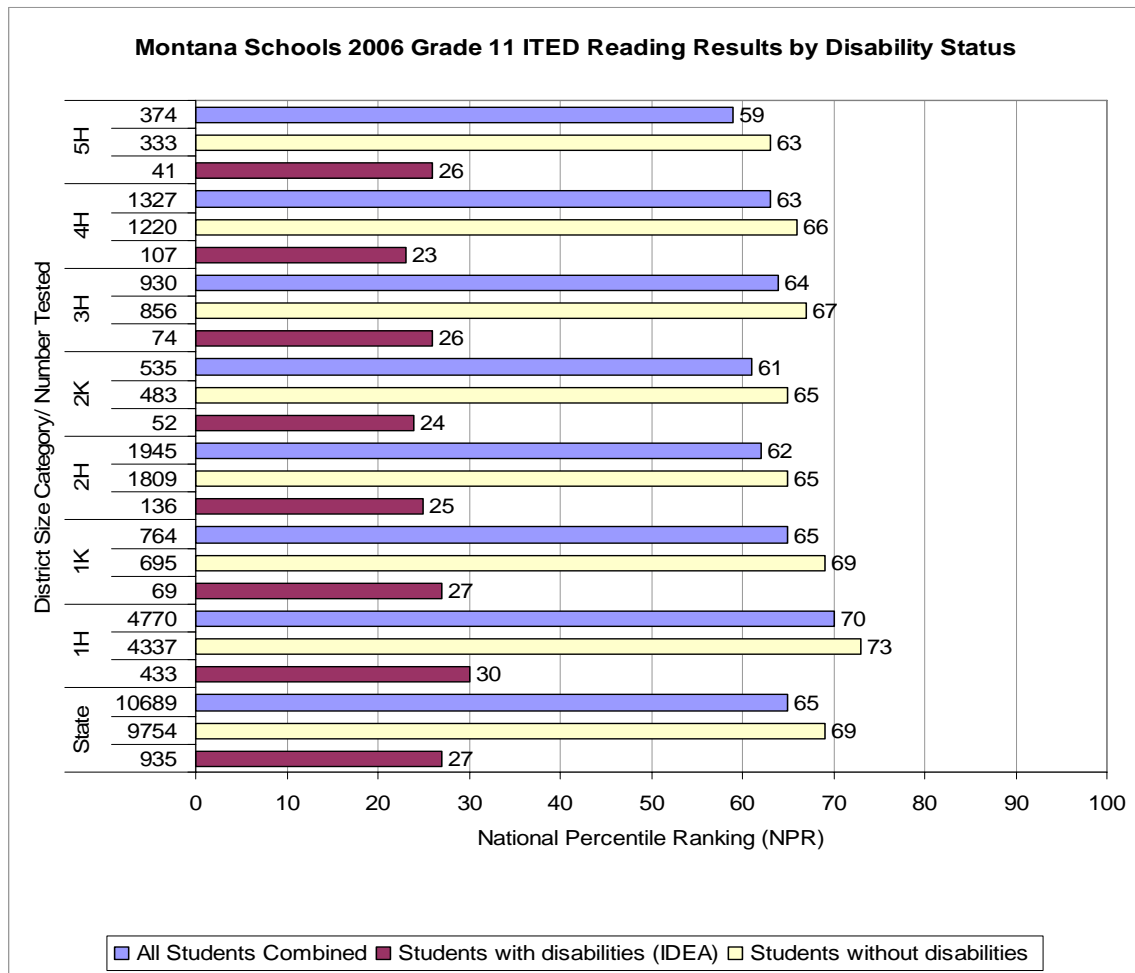
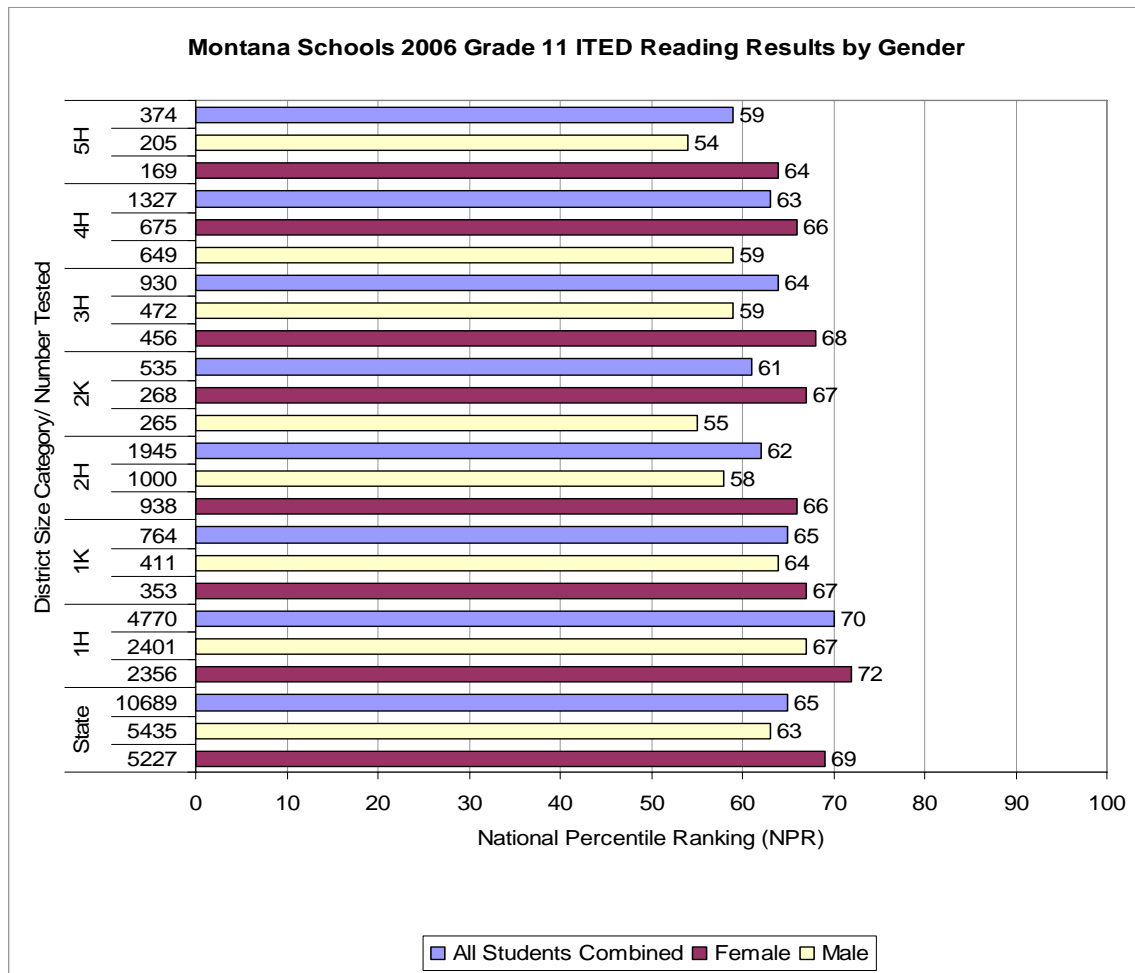


Chart 11.1 R



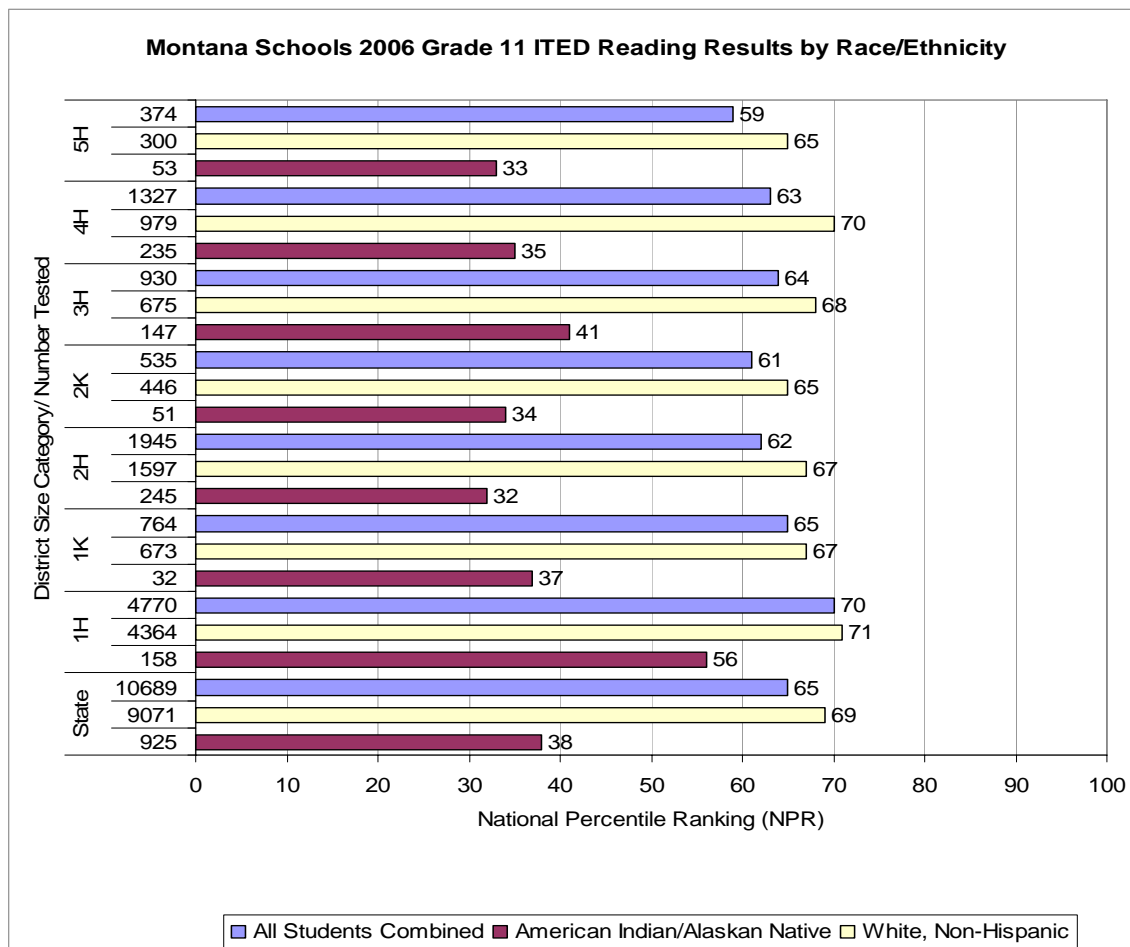
1. All students
 - The Reading NPR for all Montana grade 11 students is 65%, one percentage points below results for 2005.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is 69%, one percentage point below 2005. That number is stable with all district size categories plus or minus 2-6 percentage points.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is the same as in 2005, 27%. That number is stable with all district size categories plus or minus 2-5 percentage points.
4. Comparisons
 - Statewide, Montana students without disabilities scored 42 percentage points above students with disabilities, 69% and 27% respectively.

Chart 11.2 R



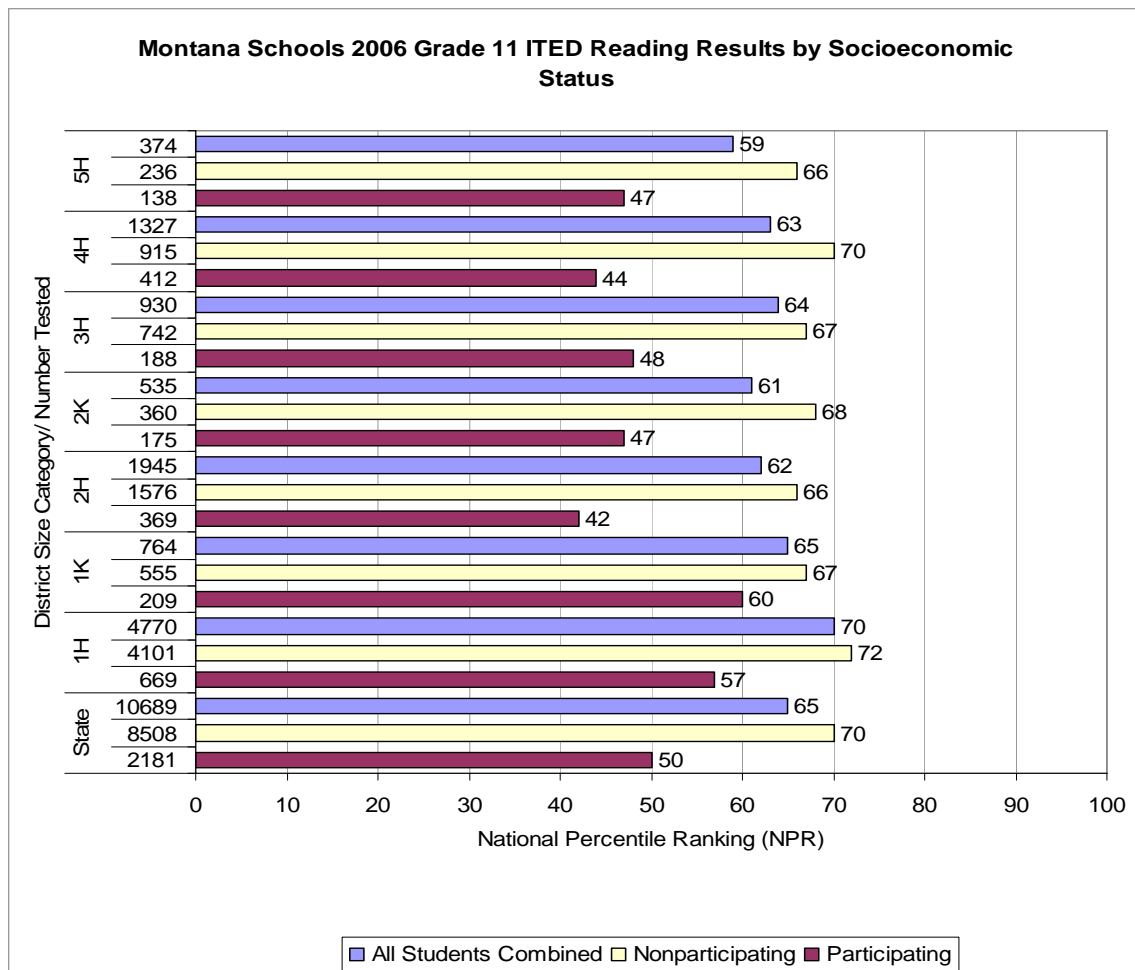
1. All students
 - The Reading NPR for all Montana grade 11 students is 65%, one percentage point below the 2005 results.
2. Female students
 - Statewide, the NPR for female students is 69%, the same as in 2004 and in 2005. . That number is stable with all district size categories plus or minus 2-5 percentage points.
3. Male students
 - Statewide, the NPR for male students is 63%, one percentage point lower than in 2005. That number is relatively stable with most district size categories plus or minus 4-5 percentage points except in size category 2K where the average is 55% and in size category 5H where the average is 54%.
4. Comparisons
 - Statewide, female students scored six percentage points above male students, 69% and 63% respectively. That number is relatively stable across the state.

Chart 11.3 R



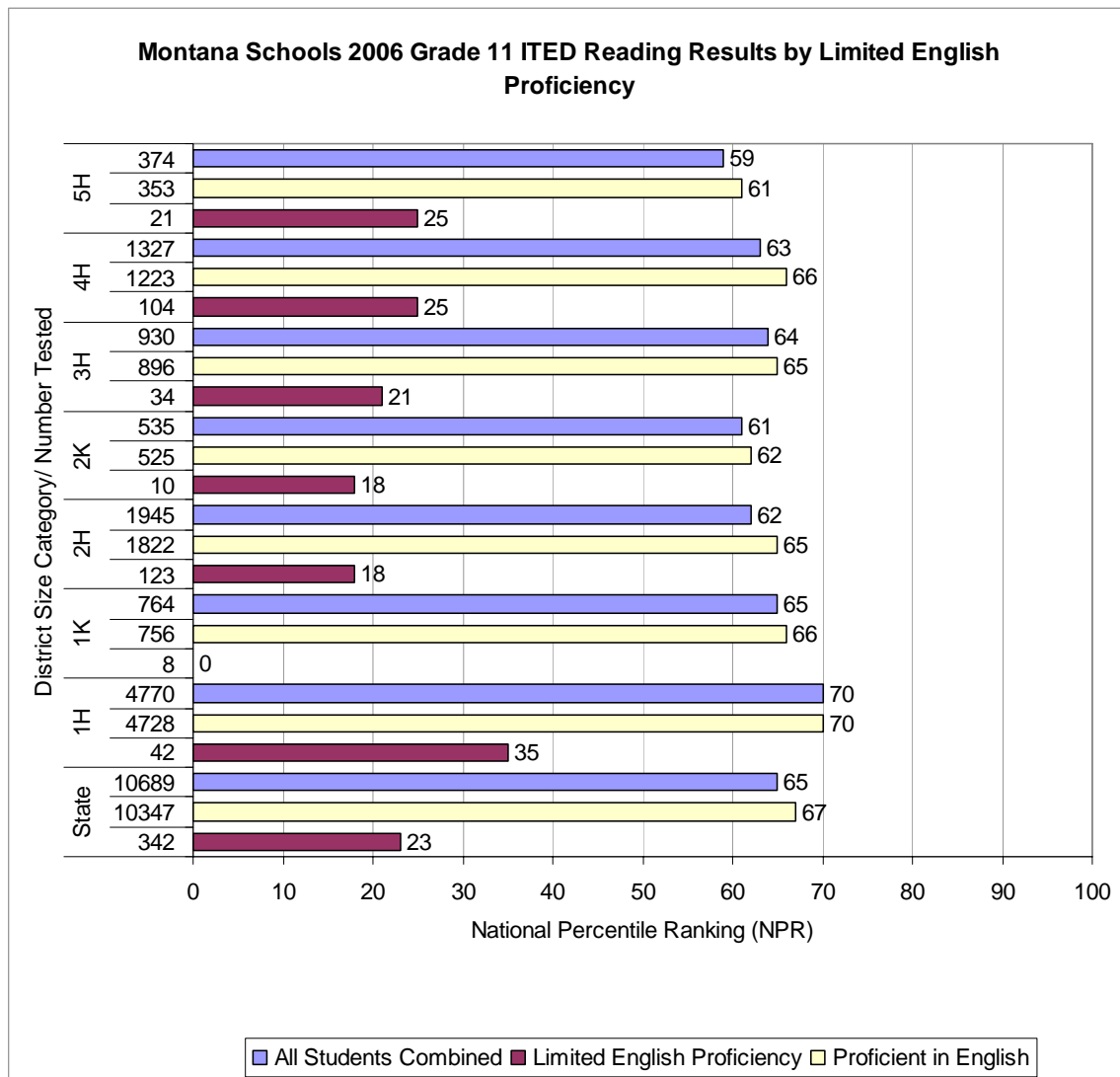
1. All students
 - The Reading NPR for all Montana grade 11 students is 65%, one percentage point below the 2005 results.
2. American Indian students
 - Statewide, the NPR for American Indian students is the same as in 2005, 38%. That number is somewhat stable across the state with many district size categories scoring plus or minus 2-5 percentage points except in size category 1H where American Indian students scored an NPR of 56%.
3. White students
 - Statewide, the NPR for White students is 69%, one percentage point below 2005 results. That number is stable across the state.
4. Comparisons
 - Statewide, White students scored 31 percentage points above American Indian students, 69% and 38% respectively. The difference is stable except in size category 1H where the difference is 15.

Chart 11.4 R



1. All students
 - The Reading NPR for all Montana grade 11 students is 65%, one percentage point below the 2005 results.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is 50%, one percentage points below 2005. The number is relatively stable with most district size categories scoring plus or minus 4-6 percentage points except in 1H and 2H in which students participating in free/reduced lunch programs scored 57% and 42% respectively.
3. Students not participating in free/reduced lunch programs
 - Statewide, the NPR for students not participating in free/reduced lunch programs is the same as in 2005, 70%.
4. Comparisons
 - Statewide, students not participating in free/reduced lunch programs scored twenty percentage points higher than those participating in free/reduced lunch programs, 70% and 50% respectively. The number is stable across the state except in district size categories 1H and 2H where the difference is fifteen and 24 points respectively.

Chart 11.5 R



1. All students
 - The Reading NPR for all Montana grade 11 students is 65%, one percentage point below the 2005 results.
2. Students with limited English proficiency (LEP)
 - Statewide, the NPR for LEP students is 23%, four percentage points below 2005. The NPR scores vary among school size categories because the number of LEP students tested also varies; however, the number is stable across the state where the number of LEP students is large enough for comparisons.
3. Comparisons
 - Statewide, all Montana students scored 42 percentage points higher than limited English proficient students, 65% and 23% respectively. That number is relatively stable where the number of LEP students tested is sufficient for comparison.